

COUNTY-WIDE PROFESSIONAL  
ORGANIZATIONS FOR TEACHERS OF IOWA  
DURING 1949-1950

BY

WILLIAM F. CASS, B. S.

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Approved By:

*Henry Woodworth*  
Chairman

*Harlan L. Hagman*

\_\_\_\_\_  
Committee

*Herbert W. Bohman*  
Dean of Graduate Division

125955

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## CHAPTER I

### STATEMENT OF PROBLEM AND PROCEDURE FOLLOWED

We are living in an era of highly organized special interest groups. It is the popular thing to join the group or groups that tend to uphold the causes for which one works and in which one believes. In all walks of life, like-minded workers and professional people are becoming more closely knit into forces which affect our modern day living.

When teachers look introspectively into their own organizations, it is sometimes hard to get a clear picture of the professional organizations that exist, even at the county level. This may be attributed to the diversity of interests within the profession, the differences of educational attainment, and other factors which seem to produce a variety of organizations for teachers.

The history of educational associations dates back to the close of the Middle Ages.<sup>1</sup> These early attempts at organizing were ecclesiastical in nature, which fact fits into the pattern of influence exerted by the church on early education. The first educational or teacher association in

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<sup>1</sup>Paul Monroe, A Cyclopedia of Education, Vol. IV, pp. 524-525. New York: Macmillan Company, 1925.

the United States was the society of Associated Teachers which was organized in 1749. The National Teachers Association (NTA) was formed in 1857. However, it soon became the national organization now known as the National Educational Association (NEA) which has grown to be the largest professional organization in the world.<sup>1</sup>

By 1900 nearly every state had organized a state teachers' association. One of the tendencies of voluntary state teachers' associations is the differentiation into minute subdivisions, either on local or county level, which have their own interests apart from the other groups. This division into small groups makes it more difficult to band together for matters of interest to teachers in general.

The persistent argument in favor of more groups and smaller groups maintains that greater numbers of teachers participate and that greater balance of professional interest is thus obtained. Monroe has this to say on teacher associations:

Comparatively few teachers are active members in any of them, and the profession in this country has never shown strength as in the case of workers in other lines in the United States and of teachers in European countries. This ability will probably be developed as the teaching profession becomes better established and retains its members longer. But until

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<sup>1</sup>Ibid., p. 524.

it does, the accomplishment of many of the practical aims of education can not be secured.<sup>1</sup>

The degree to which we have attained the two criteria set forth by Monroe should be considered by those interested in the progress of education. It is the opinion of the writer that, though the ink is twenty-five years dry on those words, they still present the most important problem in the strengthening of the teaching profession. Why should the profession with the greatest number of members not be of more constructive influence in the United States today than any other of lesser numbers? Are we the nation's big white elephant that flounders around half professional and half unprofessional; half ethical and half unethical; so completely independent in our thinking that we can not unite our action for common good?

There are numerous teacher groups at the county level conducting activities each year in the state of Iowa which are classified as professional education organizations. There are also a considerable number of other groups organized on the city level which carry out very similar programs.

The usual plan of professional organization is made up of four levels: local, state, national, and world associations. In Iowa we have a unique pattern of organization of six levels: local, county, district, state, national and world.<sup>2</sup>

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<sup>1</sup>Ibid., III, p. 275.

<sup>2</sup>Iowa State Education Association, Handbook for Education Association Officers, p. 3. Des Moines: Iowa State Education Association, 1949.

The need for this division called the county level, with which we are herein concerned, is found in the many small communities which have their independent schools that are not large enough to have sufficient teachers to form a successful local club. Within the county boundaries enough teachers will generally be found to make a club practical and allow it to operate with a degree of success commensurate with the leadership that is found therein.

The rural complexion of the state has led to the development of county education associations. Approximately one-fourth or about 5,000 Iowa teachers are employed in towns of less than 1,000 population. In addition, about the same number of teachers are employed in one room rural schools. Thus, almost one-half of the teachers in the state are employed in smaller schools or rural schools where it is impossible to have enough members to form a reasonably sized active local.<sup>1</sup>

As educators move about the state from one county to another, they soon become aware of differences in the types and extent of organization of these groups of professional school people. They find some counties conducting activities sponsored by these groups that are not to be found in other neighboring counties. When this situation is weighed with the desire for unification of professional efforts, there is a problem to be studied. Even more perplexing does this problem become when we view it with equalized educational opportunity in mind.

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<sup>1</sup>Ibid., p. 5.

A search for factual information concerning the organization and activities of these county groups of the state of Iowa revealed little except the yearly reports made to the state offices of the Iowa State Education Association (ISEA) by those groups directly connected to that parent organization, which will be shown to count as only part of the county-wide teacher organizations.

### Statement of the Problem

#### Purpose of the Study

The purpose of this investigation is to examine the various types of professional education organizations that exist at the county level in Iowa during the 1949-1950 school year, with especial attention being given to the following questions:

1. What are the various organizations that exist throughout the state at the county level?
2. What is the nature of their internal organization? How is membership determined? Upon what financial basis do they work? What affiliation do they have with other groups in the state?
3. What is the nature of the professional activities of these county-wide groups? How often are regular meetings held? What planning is done for the year's program? What is the nature of the professional problems considered at these meetings? What efforts toward increasing the effectiveness of education are made by these groups?
4. For those county organizations which are independent of a state level administrative or governing body,

what degree of uniformity exists in the structural organization which might indicate a basis for state-wide organization?

5. What advantages or disadvantages does state-wide control have for county groups?
6. What are recommendations for the future for these organizations in view of the situation as it is revealed in Iowa?

### Limitations

The following are limitations recognized in presenting this study:

1. The study is limited to those groups whose interest is in general education and is not intended to cover those organizations whose interest is in a special field such as music or dramatics.
2. The accepted weaknesses of the questionnaire method of obtaining information are evident and are recognized in the limitations.
3. The study is limited to those organizations which are recognized as existing by the office of the county superintendents of Iowa, or within the ISEA structure.

### Value of the Study

With the possibilities of the following values being realized, this study was considered worthy of pursuit.

1. To provide a source of general information on county-wide teacher organizations of Iowa.
2. To provide a comparative basis for these groups to evaluate their programs and organization.
3. To determine whether there is any active nucleus of groups, now existing as independent units, that might act more effectively if banded together on a state-wide basis.

4. To help stimulate interest in these groups to broaden their educational services and strengthen their professional standards.

#### Methods Used in Development of Study

The following procedure was used in attacking the problem as outlined above.

Upon determining the general boundaries of the area of the study, a search was made for library references that would apply to county-wide teacher groups in the state of Iowa. This library search revealed that little could be found that would bear on the study. It did, however, serve to strengthen the belief that there was need for some inquiry in this area. Numerous conversations with county superintendents, club presidents, ISEA officials, and other teachers interested in the subject seemed to indicate a lively interest in the projected study and a desire to know the nature of the results of the undertaking.

It was then necessary to compile a listing of all the county-wide organizations and their acting officials for the ninety-nine counties of the state of Iowa. It was found that neither the state office of the ISEA nor the State Department of Public Instruction had adequate listings of such groups. Each county superintendent in the state was then contacted with a request for listing of the names of the county-wide teacher organizations in that county with the



name and address of the head officer of each group. A copy of the form used for this request is included in the Appendix, page 63.

There were ninety-seven responses to this request. The high percentage of returns and the prompt attention given by the county superintendents is worthy of notice. It might be construed as a measure of their interest in the proposed study.

With these returns at hand, the information had to be interpreted and classified. Consideration was first given to the space that was provided for pertinent remarks that the reporting official chose to make concerning their county-wide organizations. There were twenty-seven officials who made use of the space provided for this purpose. A short summation of those remarks is given in the next paragraph.

Nine superintendents indicated no such clubs existed. Two said the groups which operated in their county were not county-wide organizations. Five gave short remarks, which were irrelevant to this study, concerning the city clubs that existed. Three indicated their schoolmasters' club was inactive or weak. One stated the schoolmasters' club was an active group and he outlined part of its program. Seven more used the space to indicate some special function of the clubs listed.

The nature of the names of the organizations indi-

cated that they could be placed, temporarily at least, into the three groups found in Table 1.

TABLE 1

GROUPINGS OF TEACHERS' CLUBS BY NAMES GIVEN  
IN LISTINGS RETURNED FROM IOWA  
COUNTY SUPERINTENDENTS, 1951

Group I (Special Interest)	Group II (Rural Teachers)	Group III (Town Teachers)
Schoolmasters' Club or Association.....62	Rural Teachers' Association....39	Education Association.....4
Superintendents' Club.....10		Town or Urban Teachers.....3
Activities Association..... 4		
Administrative Club..... 3		
Better Schools Association..... 2		
Athletic Council... 1		
Totals.....82	39	7

The requests sent to the county superintendents excluded the organizations known as the county council, since the information on their activities was available at the state office of the ISEA. The organizations known as the county education associations were intended to be classified with the county councils, because information concerning them is available at the same place. However, four such education associations were listed by the county superintendents. In order to avoid a possible omission due to some peculiarity in the county, a questionnaire was sent to each of the four

county education associations. The activities of each county association that filled out the questionnaire were reported with the rest of their kind at the office of the ISEA. They, therefore, were not needed in the study.

These organizations listed in Table 1 are the groups that were asked to fill out the questionnaire. The name of the organization, as indicated on the return of the questionnaire, did not in every case agree with the name given by the county superintendent. This accounts for variations in Tables 1 and 2.

With the name and address of the proper persons to be contacted for each individual group at hand, a questionnaire was designed to get the necessary information in order to continue the study. A copy of this questionnaire is included on pages 65 and 66 of the Appendix.

The purpose of the first page was to reveal facts about the organizational structure of each group, and to show what degree of similarity there might be among the clubs. Some of the questions were suggested by club officials and educators in conversations during the early stages of the study. The second and third pages were to determine the ends to which these clubs devoted their efforts, both in regular meetings and in activities that they might have sponsored. All the activities that were known to have been sponsored in the state by county clubs were listed, with

space for entering any activity that might have been omitted from the listing. Since there were only four instances of activities which were not listed being mentioned, the questionnaire proved to be adequate for the activities of the clubs responding.

In classifying returns of the questionnaire, consideration was given to the nature of the organization as indicated thereon. Since most of the clubs which were known to operate under a state executive or administrative office had been excluded, the greatest number of returns fell into the group that is called the schoolmasters' type club.

TABLE 2  
QUESTIONNAIRE RETURNS BY THREE GROUPS OF  
IOWA TEACHERS' CLUBS, 1951

Type of Club	Number Sent	Number Returned	Percentage of Returns
Schoolmaster-Type Organizations.....	76	52	68
Rural Teacher Associations.....	39	19	48
Education Association and Urban Teachers.....	11	10	90
Totals.....	126	81	64

Table 2 is included here to show the effectiveness of the response. Its significance will be discussed as each group is considered. The rural teacher associations are

conspicuous for their low percentage of returns. Some of the clubs in this group were contacted twice in an effort to get a reasonable percentage of responses from them. To get the true significance of the response each group must be considered separately.

Numerous calls were made to the ISEA office where information from annual reports of county associations and councils was made available and helpful interpretations given by the Director of Field Service.

The final and most extended efforts were spent in organizing and interpreting all the information and ideas accumulated. When the nature of the county-wide clubs, which were examined in this study, was more fully understood, the organizations fell naturally into two groups: those independent of any state administration; and those which fell into the structure of the ISEA. Consideration is given to the former group in Chapter II, and the latter in Chapter III.

## CHAPTER II

### THE COUNTY SCHOOLMASTER-TYPE ORGANIZATIONS

#### Internal Organization

The rural nature of many schools of the smaller towns of Iowa makes organization of teacher groups unpractical on a strictly local basis. The size of most counties of Iowa makes them the smallest geographical unit in which organization of teachers in these small schools can be accomplished with any degree of success. Their nature is that of a local unit, but they are herein referred to as county groups or clubs.

There are many county groups in Iowa which are made up of the men teachers, coaches, and administrators drawn from all the smaller schools of the county. They are generally called (County name) County Schoolmasters' Club (or Association). They are commonly organized on an informal basis, but it is assumed that their aim or purpose in existing as a group is synonymous with the general over-all aims of similar professional groups--that is, to foster and to perpetuate their profession and to further the cause for which it was established.

These groups are made up of the men of the schools and therefore were somewhat restricted in their activities

during the recent war. The situation at the present time is more favorable for them to undertake broader educational services.

#### Methods of Classification

The questionnaire which was sent out to the clubs listed by the various county superintendents was designed to cover all the known activities that have been, or might be, conducted by these groups.

After careful inspection of the returns from this questionnaire, fifty-two clubs were classified, by the nature of their activities and meetings, into one group of independent clubs called the schoolmasters' clubs of Iowa. The organizations in this group used six distinctly different names to refer to those herein classified as the same type of club.

The majority of these organizations, forty-three of the fifty-two, used the title Schoolmasters' Club or Association. Two were called Superintendents' Club or Association; however, seven more calling themselves Schoolmasters' Club, proved to be for superintendents only. Three were called Activities Association. Two were called Better Schools, and one, the Athletic Council.

There was only one basis for any different classification of these fifty-two clubs; namely, the basis of member-



ship qualifications. It was found that membership qualifications had little relationship to the name used by the organization. There were actually nine superintendents' clubs in the fifty-two, although only two would indicate this in the name used. The remaining forty-three clubs were for all the school men of the county.

Response to questionnaire.--The fifty-two returns representing the schoolmaster type club were answers to seventy-six requests that were sent out to this type of club. This represents a 68 percent return for the group. The percentage of returns would have been higher had it not been that four questionnaires addressed to schoolmasters' clubs were filled out and returned by a different group, the educational association officer of these four counties.

In the case of two of these counties there was no schoolmasters' club which operated as an independent group, but one did exist as a part of the educational association. The other two had become inactive and the questionnaire was passed on to the county association president, who filled it out for that organization.

If these four responses to the questionnaire were not considered in determining the percentage of returns, in light of the fact that they did not exist as a part of the group being considered, the percentage of returns would have been seventy-two.



Basis of membership.--The membership of the clubs for superintendents ranged from six to thirteen. The average membership of these clubs was ten.

Figure 1 shows the comparative membership of the thirty-five clubs made up of all school men of the county. Eight of the questionnaire returns could not be used in making the graph since the exact number of members was not stated. The question on membership was answered by stating that all men of the county were members instead of a definite number.

Membership of these clubs for all men teachers ranged from thirteen to seventy, with the average membership at thirty-nine. There are eight organizations whose membership is less than thirty, and their reports indicate that they are operating with reasonable success.

There are seventeen counties which are without any type of organization that functions as a schoolmasters' club. There are several counties in which such organization exists in name only. This raises a question as to what it is that determines which counties shall have these organizations and which shall not have them. The commonly accepted controlling factors are the population of the county, the number of schools in the county, and the geographical size and position.

The first reason, advanced by the school men of the counties that do not have such organizations, is that there

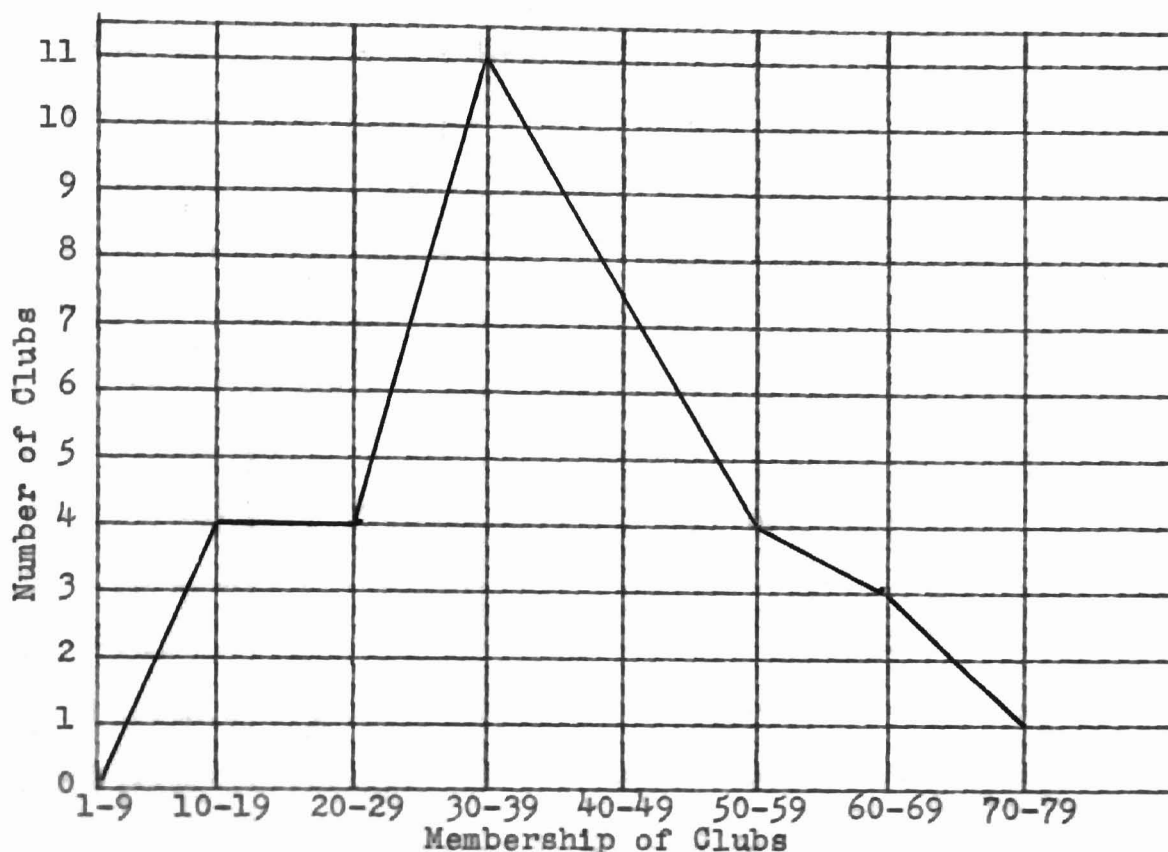


Figure 1.--Membership range of thirty-five Iowa Schoolmasters' Clubs, 1949-1950.

are not enough schools to make an effective schoolmasters' club. This reasoning goes on to point out that the number of basketball teams is too few to make a tournament competitive. These tournaments, it will be shown, provide the main source of income for the schoolmasters' clubs.

In spite of this argument, it was found that some counties do have clubs with only five or six schools (Figure 2) and even one operating with only four member schools.

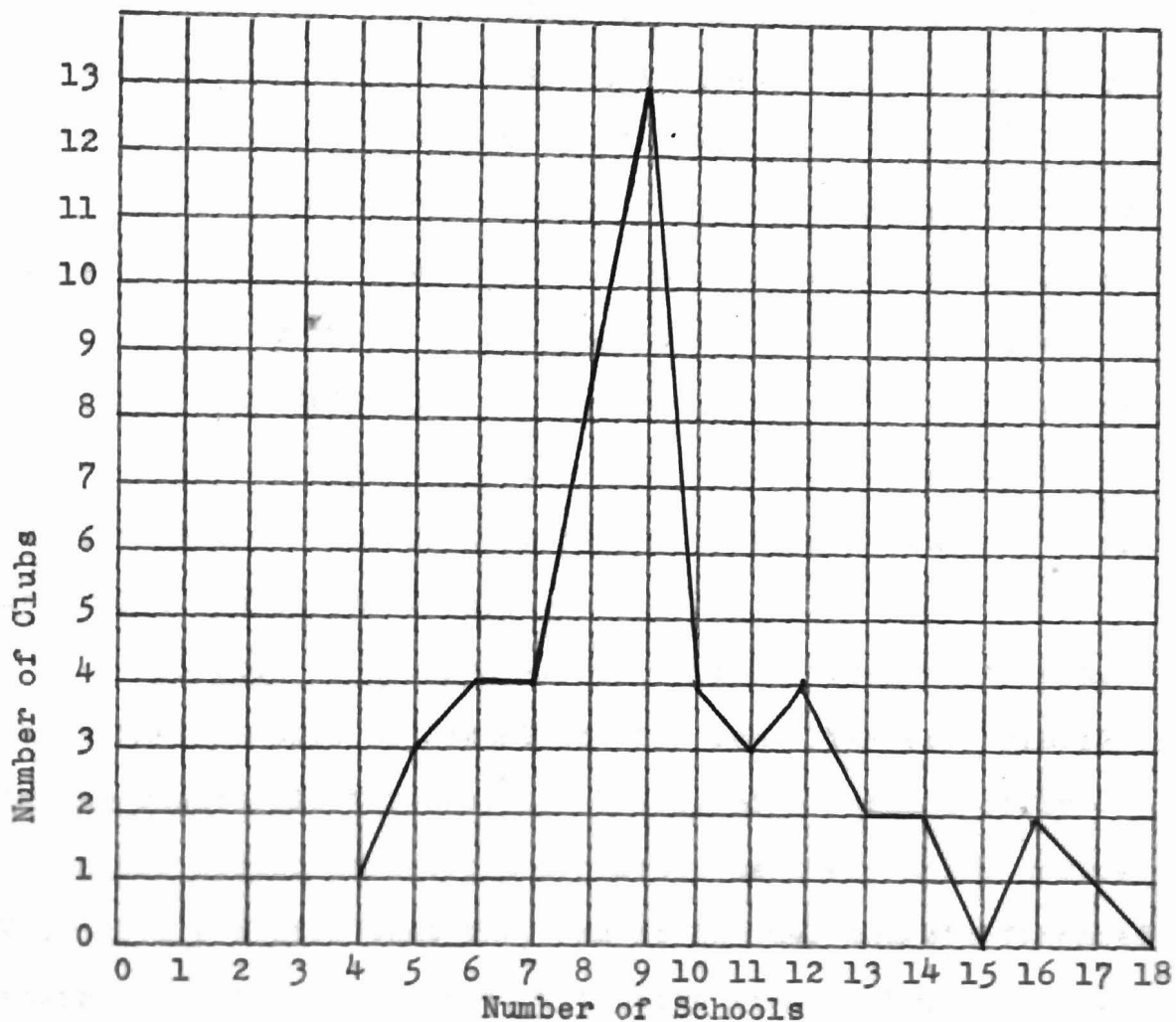


Figure 2.--Number of schools represented in the membership of fifty-one Iowa Schoolmasters' Clubs, 1949-1950.

The real answer to the question seems to lie in the need felt by the educational leaders of a particular county for such an organization. These men believe that some other group is efficiently handling the work that they would do if organized, or else there is a lack of necessary leadership to make a club succeed, even though it does have financial backing. It will be shown that some of the more successful

clubs have a much broader program than merely a basketball tournament, and in all probability, they would continue to function without the aid of the tournament.

In seven of the counties, private schools form part of the membership; however, there are no instances of more than two member schools in a county that are not public schools. The admission of private schools does not seem to be a matter which lends itself to any general statement. The variations of conditions in the different counties would determine their membership.

Sources of income.--As has already been mentioned, the primary source of income for the schoolmasters' clubs is the basketball tournament. Thirty-eight of the fifty-two clubs listed athletic tournaments as their money source. Four groups stated that they had no income, and six financed their work with a fee or contribution from member schools.

Considerable dissatisfaction has been voiced against certain schoolmasters' clubs, because their professional outlook seems to be narrowed to the place where they do little but plan for and conduct the county athletic tournaments.

Cooperation with the County Superintendent.--In most counties the County Superintendent is an active member of the schoolmasters' club. The exceptions are largely those instances where this office is filled by a woman. When the place of the county superintendents in these clubs was being discussed with the president of one of the more successful

organizations, the question arose as to whether the club meetings were being used as a means of contact between administrators and the county superintendents. There are constantly increasing requests of the State Department of Public Instruction for reports from administrators, due to changes in school legislation. The personal contact within the schoolmasters' meetings offers an excellent means for the county superintendents to interpret the meaning of these requests to the school men of the counties.

Of the fifty-two clubs responding, forty-six indicated that the county superintendent was a member, and forty-two clubs gave him meeting time to present items of interest to the group. A means of greater cooperation of educators is probably being overlooked by ten of these clubs.

Publicity and public relations.--There were a few more clubs that appointed someone to handle publicity than those which had no specific person to attend the matter. It was stated by several groups that the county superintendent acted in this capacity. The success of a project may be measured by its degree of acceptance among all lay groups concerned. A positive system of keeping the public informed on all their activities should be in operation for all these clubs.

Affiliations.--The schoolmasters' clubs were asked if they affiliated with the ISEA and with the Iowa School-

masters' Association. Of the fifty-two returns, twenty-two said they affiliated with the ISEA and twenty-four affiliated with the Iowa Schoolmasters' Club. The county schoolmasters' clubs are taking less interest in affiliating with the ISEA since that organization's system of choosing delegates will no longer give these clubs direct representation at the delegate assembly. The influence of the Iowa Schoolmasters' Club will be considered later in this chapter.

These county schoolmasters' clubs are essentially independent groups. As nearly as can be determined, they have affiliated with other groups only as an indication of their willingness to cooperate with such groups.

#### Kinds and Types of Meetings

It was necessary to determine the nature of what is commonly called the regular meetings of each organization. Consideration will be given to the types of meetings held, and to the time that is given to each type of activity during the regular meeting.

Data pertaining to the meetings of the clubs, as taken from the returned questionnaires, are summarized in Table 3.

The eight types of meetings held, and as listed in Table 3, cover all the different ways of spending the regular meeting time aside from the routine planning that is done by



TABLE 3

TYPE AND FREQUENCY OF ACTIVITIES AT REGULAR  
MEETINGS OF FIFTY-TWO IOWA SCHOOLMASTERS'  
CLUBS, 1949-1950 SCHOOL YEAR

Type of Meeting	Number of Clubs Holding Each Type of Meeting					
	As Part of All	Four or More	Three	Two	One	None
Meetings for discussion of common administrative problems.....	19	10	2	6	6	9
All teacher meetings: Group discussion on same teaching level.....	0	1	0	9	7	35
Coaching clinics or con- ferences of coaches.....	9	2	3	3	10	26
Dinner or social meetings where others are invited.	6	0	3	9	12	22
Meetings where guest speakers are invited.....	3	4	3	8	15	19
Meetings to which boards of all member schools have been invited.....	0	0	0	0	11	41
Meetings for discussions of maintenance with custodians present.....	0	0	0	0	2	50
Meetings for discussion of transportation prob- lems with bus drivers present.....	0	0	0	0	2	50

the whole group. The fact that some of the clubs do nothing but discuss routine business and basketball tournaments is suggested by Table 4.

It should be pointed out that there is some overlap-  
ping of these eight types of meetings which are listed in  
Table 3. Several of the remarks on the questionnaires implied

TABLE 4

VARIETY OF ACTIVITIES REPORTED IN MEETINGS  
HELD BY FIFTY-TWO IOWA SCHOOLMASTERS' CLUBS,  
1949-1950 SCHOOL YEAR

Number of Types of Meetings Held (See Table 3)	Number of Clubs
0	5
1	0
2	9
3	11
4	9
5	6
6	6
7	0
8	0

that more than one of these things were done during the same session or meeting. Four stated that the first part of many meetings was devoted to general business and the latter part to group discussions of administrators and of coaches. Although not stated, it is believed that many more follow this policy. Each of the eight types will be discussed separately with reference to remarks made by club presidents reporting.

Meetings for discussion of common administrative problems.--This was the most frequent type of meeting held, but there were numerous instances of remarks to the effect that part of most meetings was devoted to such discussion rather than one specific meeting for it alone. It is natural that considerable interest should be found for this type of meeting, since superintendents and coaches are prominent members. Sometimes met after the general meetings previously



bers of all these clubs. The smaller town schools, which are found throughout the state, are the ones from which the schoolmasters' club draws its membership; and in many cases there may not be more than three or four men teachers in each school system. One has only to refer to the Iowa School Directory to find many schools with only two men teachers, in which case the two will be superintendent and coach.

All teacher meetings.--This sort of meeting was conducted by seventeen of these clubs last year. The purpose here is to help neighboring teachers who have like problems to get acquainted and to encourage the exchange of ideas by those who are teaching the same age groups or the same subject matter.

The fact that only sixteen county schoolmasters' clubs undertook such a meeting last year does not necessarily mean that teachers in other counties had no opportunity of this kind. However, from this study it was discovered that no program of this nature was offered by county-wide teacher groups except in the sixteen counties. The few active rural teachers' clubs come closer to this type of work than any of the others at the county level. The ISEA has meetings of this type at the district and state level.

Coaching clinics or conferences of coaches.--There will be some overlapping and omission here because the coaches sometimes met after the general meetings previously

discussed. Nineteen reporting officers indicated that they used at least one meeting for the discussion of coaching problems. Nine more said it was part or all of every meeting.

Although this is a type of meeting which is among the three most frequently held, there is no decisive evidence here to support the assumption that too much meeting time is being spent on athletics at the expense of other things. The one observation that can be made is that when a club is relatively inactive other things are set aside in favor of the tournament planning. This is supported by remarks of some reporting officers to the effect that little is done at their meetings but the planning of athletic activities.

Dinner or social meetings where others are invited.--

This type of meeting ranks third in frequency. Those who contend that some schoolmasters' clubs are little but social gatherings of school men and their wives or friends may construe this fact as supporting evidence. However, this is not a safe conclusion. Many of these groups hold regular dinner meetings with their wives present, but the purpose of this procedure has been expressed by some of these groups as a means of having the members on the spot so the meeting can begin earlier in the evening and thus allow them to return home sooner. It is obvious that without proper leadership this sort of thing could degenerate into a social gathering of little professional significance.

Meetings where guest speakers have been invited.--

This is the second most popular meeting. The facts found indicate that one or more times a year most clubs give meeting time to the consideration of the thinking of others. There is a wide latitude for inferences from this fact since we do not have, nor could we have without a separate study, information on the exact nature of the messages brought to these groups. From the experience of the writer in these clubs, and from conversations with school men while preparing this study, it is safe to say that this is one of the most encouraging aspects in the picture of these school-master groups.

It is certain that living under rural conditions, and in isolated parts of the state for many, the professional outlook of the educator can become ever narrower as time divorces him from the campus and people of highly specialized training. These meetings, with a guest speaker, seem to be an excellent opportunity to help school people keep in touch with the more recent developments in the broader aspects of education.

Meetings to which board members are invited.--There were only eleven clubs which attempted this type of meeting during the 1949-1950 school year. Those sponsoring such meetings do not intend to take the place of anything the Iowa Association of School Boards is doing. The object is

to supplement such work with a get-together of those schools and districts which have many other very close interests. This is an especially important service to the various neighboring boards of education in view of recent developments of school reorganization in the state of Iowa. The possibility of promoting good will among these school districts is indeed worthy of any schoolmasters' club's consideration. There are certainly enough factors at work to destroy confidence between districts, with the possibility that one school district may eventually be swallowed up by the other.

Meetings with custodians present to discuss maintenance problems.--Only two clubs attempted to bring their various janitors together to exchange ideas or hear authoritative persons in the field of school maintenance. Perhaps there are other more pressing problems to be dealt with by these clubs; however, this seems to be an open door to extended educational service, if we accept the premise that the surroundings of a child have a very definite effect on learning experiences.

Meetings with bus drivers to discuss transportation problems.--This type of meeting was also attempted by only two clubs; not the same two which held the custodial type meetings. Perhaps others are doing the work in this area effectively through meetings conducted by the State Department of Public Instruction. Consideration should be given

to the possibility of increasing the efficiency and safety of transportation for school children on a smaller, county basis. It may be that much that is not now being done by anyone could be done by the schoolmasters' clubs.

Kinds and Types of Activities Sponsored

The information taken from the questionnaires concerning the activities of these schoolmasters' clubs was compiled, and is summarized in Table 5.

TABLE 5

SELECTED ACTIVITIES SPONSORED  
BY IOWA SCHOOLMASTERS' CLUBS,  
1949-1950 SCHOOL YEAR

Activity	Spon- sored Once	Spon- sored Twice	Not Spon- sored	Percent of Clubs Sponsor- ing
Athletic conferences:				
Football.....	4	0	48	8
Basketball.....	13	3	36	31
Baseball.....	7	0	45	13
Athletic tournaments:				
Basketball.....	29	16	7	87
Baseball.....	12	2	38	27
Basketball (Jr. Hi. School)	18	2	32	38
Career day for high school juniors and seniors.....	14	1	37	29
Aid to students in obtaining college scholarships.....	9	0	43	17
Music festivals:				
Band.....	16	1	35	33
Chorus.....	13	1	38	27
Spelling contests.....	26	0	26	50
Speech or dramatics with in- ter-school participation.....	3	0	49	6
Inter-school student panel discussions.....	4	0	48	8

Athletic conferences.--It is the feeling of the writer that the response to this item may not be valid. This is only a supposition based on one or two remarks by reporting officers which indicated possible confusion in the meaning of the word "conference" which was intended to mean those organized all-season competitions between member schools to determine a champion. Taking the data at face value, there are considerably more counties with basketball conferences than with either football or baseball conferences. The reason for this is probably the absence of football in many smaller schools and the limitations of the short baseball season due to the poor baseball weather in the spring and fall. This is evidence that basketball dominates the athletics of these schools.

Athletic tournaments.--There is no doubt about the accuracy of the response to this item. The high school basketball tournament is the most popular of all activities. Eighty-seven percent of the clubs responding carry on this activity each year. Forty clubs listed it as their primary source of income. In most cases of those sponsoring it twice, it was indicated that one was held for boys and another for girls.

The relatively high percentage (thirty-eight) of junior high school tournaments being held last year is significant of the attention given to basketball below high school



level.

Career day.--This is an area of effort that seems to be receiving increased attention. Several club presidents stated that they did not sponsor a career day this year, but that their students were invited to participate in one conducted by a neighboring city school. There are many students graduating from our smaller high schools who are not being given the opportunity of participating in such a program.

Aid in obtaining scholarships.--Only 17 percent of the clubs concerned themselves with the problems of the high school graduate seeking aid in continuing his education. School people have an excellent opportunity to help strengthen their profession by influencing the best of the high school graduates to become teachers. Whatever course the student may desire, the schoolmasters' club should be in a position to help him in obtaining scholarships.

Music festivals.--The war years robbed many of the smaller schools of their bands, which are again beginning to appear on the scene of the activities of these schools. Thirty-three percent of the county clubs sponsored mass band concerts for the bands of their schools. Twenty-seven percent conducted mass choral singing. The music festival is another experience that does not appear to be available to the pupils of even half of these schools.

Spelling contest.--It was admitted by most of the club presidents that the county superintendent or some other group did most of the work on this activity; however, they considered themselves as co-sponsors, at least. About half the responses indicated participation in this activity.

Speech or Dramatics.--Only three clubs have indicated any effort in the direction of speech or dramatics. There may be other groups doing an adequate job in this field. If this is not so, there would seem to be some responsibility on the part of the schoolmasters' club to fill the needs in this area.

Inter-school panel discussions.--This seems to be the most recent of all the activities which may account for the low percentage (eight) of schoolmasters' clubs sponsoring such work. This would seem like a very good means of broadening the experiences of pupils in these small high schools where the smallness of the student body restricts the value of such work when done by a single school.

### Relation to State Schoolmasters' Association

#### Organization and Purpose of This Association

An organization called the Iowa Schoolmasters' Association was created by a group of Iowa public school men from the various smaller schools throughout the state. A constitution was adopted on April 16, 1948, in which the purposes



of the organization were set forth. They have been granted a department status in their affiliation with the ISEA.

The purpose of the Association shall be to organize all the school men in the public schools of Iowa into a professional group.

To unify the Iowa County Schoolmasters' Clubs into the Iowa School Masters' Association as a department of the Iowa Education Association.

To improve the educational opportunities of Iowa's school children.

To strengthen and cooperate with the National Education Association, the Iowa Education Association, the Iowa county schoolmasters' clubs and other organizations striving for improvement of educational opportunities in Iowa.

To improve the certification requirements.

To adopt and enforce a code of ethics for all members.

To make the teaching profession attractive enough to secure and hold the most competent individuals society produces through adequate salary schedules, greater security and better working conditions.<sup>1</sup>

This organization is administered by directors, one from each district as established by the ISEA. A representative assembly is held each year in which each county schoolmasters' club which affiliates with the state group will be entitled to representation.

Reasons for this organization.--The group of public school men who formed the State Schoolmasters' Association felt the need of an organization at the state level to strengthen, co-ordinate, and extend the functions of the various county schoolmasters' groups. This need is best

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<sup>1</sup>Iowa Schoolmasters' Association, Constitution, adopted April 16, 1948. Article II.

expressed in a statement made to the writer by one of the officers of the organization. It is included here because it seems to be typical of the thinking of the men who formed this new teachers' club in Iowa.

During the last two years the board of directors and officers of the Association have been attempting to influence the various clubs to turn their efforts to constructive matters rather than spending all of their time on basketball tournaments. We feel that the men of the profession must band together to build the profession. We love the ladies and have no quarrel with them but we do feel that their careers in the profession are, for the most part, short and it is the men who have, or should have, the greater interest in improving the profession and in improving education.<sup>1</sup>

The contention that too much time is spent on basketball tournaments at the expense of other constructive efforts may find some support in the findings as presented in Tables 3 and 4.

There were other indications of dissatisfaction with the way in which certain independent county schoolmasters' clubs functioned. To illustrate, two quotations are taken from the returns of county club presidents: "This club has degenerated into an organization whose sole purpose seems to be sponsoring of a county basketball tournament once a year. Too bad for potentially they can do so much more." Another,

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<sup>1</sup>Letter from an officer of Iowa Schoolmasters' Association, dated January 9, 1950.

"This group has become more of a social than service organization."

Two of the county superintendents had this to say of their schoolmasters' clubs: "Active in athletics and music. Not so professionally." "This organization is not very active. The athletics program is about all they carry on."

It should be pointed out that these remarks were in the minority and, as is evident from this study, some clubs are undertaking fine, well-balanced programs which are a credit to the profession.

County schoolmaster affiliation.--It is regretted that information on the 1949-1950 school year was not available from the Iowa Schoolmasters' Association at the time of this writing. The data given by them on affiliation were a list of representatives in various counties for the preceding year. It is not known whether all the counties listed were paid affiliates. Assuming that those which had representatives listed were all affiliates, the figures would show 80 percent affiliation by the county clubs.

The figures taken from this investigation, as indicated on the questionnaire, show that last year only 48 percent considered themselves affiliated with the State Association.

At the present time, there is nothing to show any extensive rallying of the county groups around this would-be

state coordinator of county activities. It takes time to develop such an organization and have it accepted by these inherently independent clubs. It is too soon to make any appraisal of the success or failure of the State Schoolmasters' Association in attaining its purposes.

Trend toward centralized control of activities--Although there seems to be some hesitation on the part of county clubs in Iowa to adopt what might prove to be a centralization of their powers, the trend in other states seems to be in that direction. The State Schoolmasters' Association has sent considerable material to each county club, giving arguments in favor of centralized control of all public school activities by a state organization. They made reference to nine states that have recently established state-wide control of all interscholastic activities within the state.<sup>1</sup>

It is not the purpose of this study to determine the need of such control in Iowa. This would be worthy of an independent study. It is the purpose, at this point, to present the Iowa State Schoolmasters' Association and indicate its relation to the county groups of the same name. It

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<sup>1</sup>Iowa Schoolmasters' Association, "Organizational Set-up in Some of the States Having One Activity Association to Govern All Interscholastic Activities within the State." February, 1950. (Mimeographed).

will be up to the individual county organizations to decide whether they want to give to this new state club power to control the activities they now sponsor.

### CHAPTER III

#### COUNTY-WIDE ALL-TEACHER ORGANIZATIONS

##### Organization of ISEA County Groups

The County Education Association is the name given to the county unit of the ISEA. These county associations have their own by-laws which are drawn up in agreement with the ISEA Articles of Incorporation. These Articles contain the guiding principles and purposes upon which county associations and county councils base their yearly programs and activities. Article 2 of the ISEA Articles of Incorporation is quoted as follows:

The object and purposes of this corporation shall be to promote education and the welfare of the children, teachers, and citizens of the state of Iowa; to encourage unity of thought and action; and to further the educational interests of Iowa through the articulation of this corporation, the National Education Association, and any and all national and international organizations organized for similar purposes.<sup>1</sup>

The principles upon which democracy is founded are in evidence in the Articles of Incorporation of the ISEA. It is intended to be an organization for all teachers, regardless of sex, teaching field, or any other limitations.

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<sup>1</sup>Iowa State Education Association, Amended and Substituted Renewal Articles of Incorporation. Adopted February 4/5, 1949, Article 2, Section 1.

The ISEA acts upon the premise that if teachers are to move ahead to higher standards and to insure their rights to be called professional people it must be done by a mass effort of all who are certified as teachers or work for the cause of education. The ISEA believes that teachers can not separate into independent sections and be effective in the attainment of the highest professional standards.

#### Organizational Structure

The various county education associations of the state are not suited to rigid pattern of organizational structure. This divergence is traced to the variation in school district organization and the effect of geography, economic wealth, and population distribution. The important place of the County Education Association in the structural plan of the ISEA is shown by Figure 3, page 39.

There were 21,659 public school teachers who joined the ISEA in 1949-1950. Each of these teachers actually became a member of two groups within the structure of this organization. He or she became a member of one of the seven district organizations and of the county association. Other rights and privileges are extended to each member, such as the right to serve, if properly elected, on the county council and at the delegate assembly. Members who wish to form local groups may affiliate with the ISEA.

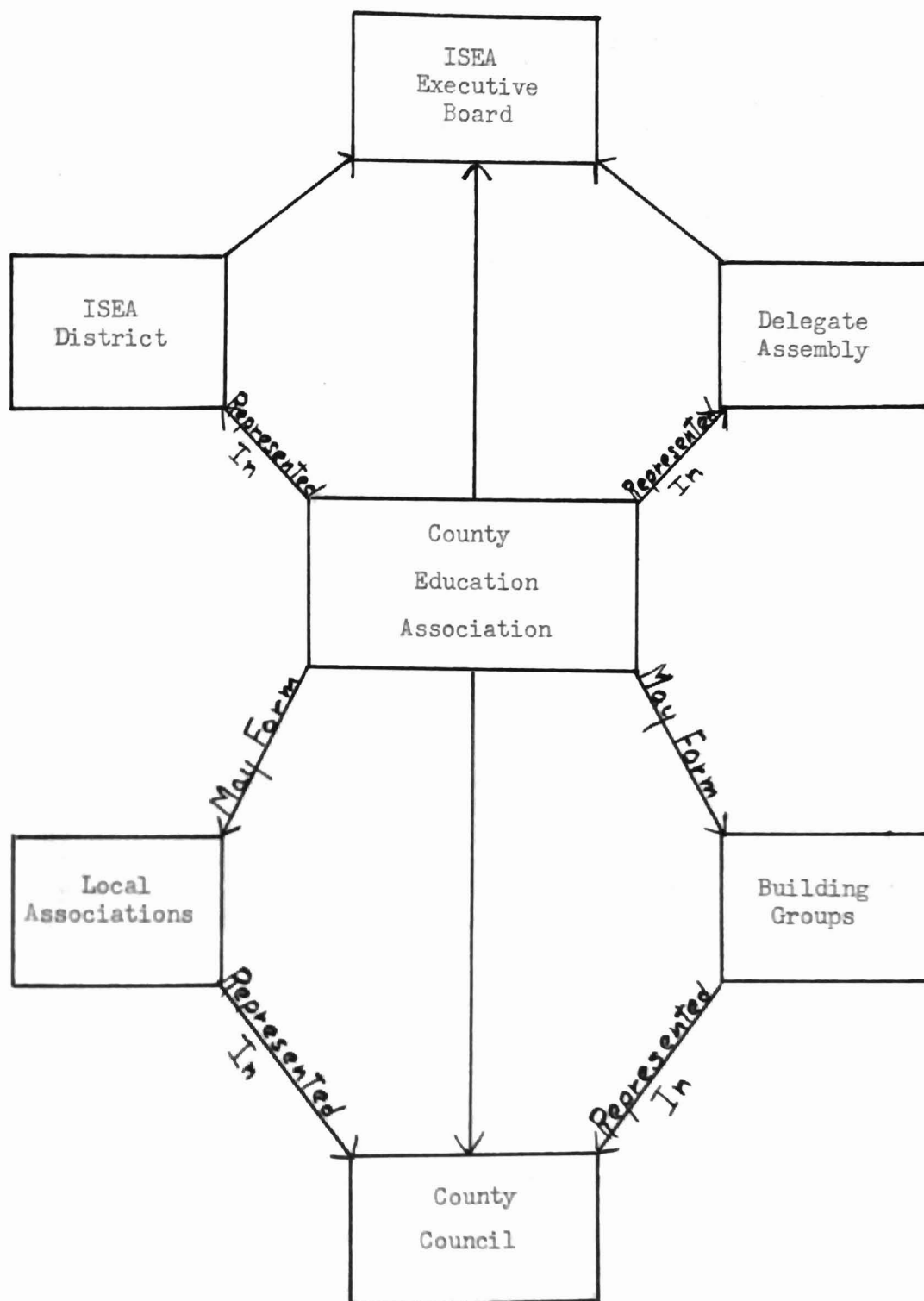


Fig. 3.—Structural organization of ISEA built around the county education association.



. . . all ISEA members in a county are organized into county education associations. Consequently, the county education associations generally, throughout the state, takes the place of the basic local association in the Iowa plan of organization.<sup>1</sup>

The county education association, which is the basic unit of the ISEA, is composed of all members in any given county. It is the hub to which all other divisions or groups within the ISEA structure must hold for effective, united action. It is the only organization which attempts to unite the efforts of all teachers at the county level.

The County Council is made up of members of the County Educational Association chosen from local or building groups and from the membership of the association at large.

Each County Education Association shall be administered by the County Council, which shall be elected by and from the active membership in this Association within said county, with emphasis upon representation from all of the departments of the profession and of all areas of the county, and in accordance with the By-Laws adopted by the County Education Association.<sup>2</sup>

This quotation from the Articles of Incorporation of the ISEA shows the way in which the County Council is formed. The purpose of the County Council is also indicated therein.

All members of the ISEA have an indirect representation in the Delegate Assembly which meets annually to deter-

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<sup>1</sup>Iowa State Education Association, Handbook for Education Association Officers, p. 5. Des Moines: Iowa State Education Association, 1949.

<sup>2</sup>Ibid., ISEA Articles, Article 10, Section 2.

mine policies and conduct business for the ISEA. The County Council, acting in its capacity of administrator, divides its county association into electoral groups, to which it then assigns a number of delegates to be elected.<sup>1</sup>

#### Programs of ISEA County Groups

The planning of yearly programs by the county associations is strongly influenced by the ISEA headquarters. Suggested programs for the different months are given to the officers of each county association as guides in program planning.

Annual reports of county associations.--Although, in answer to the questionnaire (Chapter I), some of the county superintendents gave information concerning the county council and the county education association, it was not intended that these groups should be examined through the questionnaire. The source of information which was used on all such groups was the annual reports which they made to the ISEA Field Service Division. A copy of the sections from the annual report form which were used for the information on these groups is included in the Appendix, page 61. A summary of these reports from ninety-one of the ninety-nine county associations was also available for this study.

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<sup>1</sup>Ibid., Article 8, Section 5.

Summary of meetings held.--In these ninety-one county associations there were 420 county council meetings held, or an average of four and six-tenths meetings per county. The entire group of each education association met together for a total of 215 meetings, or an average of two and four-tenths meetings per county. However, some of the county council meetings were held on the same occasion with the meeting of the county education association. There was a general average of seven meetings held by these groups in the capacity of the council or the association.

From the above findings it would seem that the relatively few meetings (two) held for all teachers by each county association is a point for some attention. There may be opportunity for greater service to the members and to the profession if all the teachers of the county could be brought together more often during the year.

Programs and business of meetings held.--A considerable part of the annual report form was devoted to space for the reporting officer to describe the program and business of the meetings held each month during the school year.

The statements made by the reporting officers on 561 of the meetings held during 1949-1950 were used to produce Table 6. Table 6 shows the frequency of meetings devoted to sixteen specific items and to one group of miscellaneous items.

TABLE 6

TYPES OF MEETINGS CONDUCTED BY COUNTY EDUCATION ASSOCIATIONS IN  
NINETY-ONE COUNTIES, SHOWING FREQUENCY BY MONTHS  
1949-1950 SCHOOL YEAR

Program Feature of Meetings	September	October	November	December	January	February	March	April	May	Total
Organization, Elections.....	51	17	0	0	0	0	2	34	9	113
Speaker or Lecture (Subj. Misc.).	4	23	4	1	3	5	11	8	1	60
Legislation.....	0	0	20	6	2	0	0	0	0	35
Legislation with Speaker.....	0	0	22	6	2	1	0	0	0	31
Planning, Program and General....	0	7	5	2	2	3	2	0	4	25
Business, Routine and Reports....	0	30	5	10	24	4	8	8	5	94
Reports from Delegate Assembly...	0	0	0	0	0	33	15	3	1	52
Professional Standards.....	0	0	0	0	0	0	10	14	0	24
Professional Standards with Speaker.....	0	0	0	0	0	0	13	12	0	25
Opinion Poll.....	0	0	6	1	3	0	0	0	0	10
Instruction to Delegate.....	0	0	0	0	14	0	0	0	0	14
Ethics (Some were panel).....	1	0	2	0	0	2	2	4	2	13
By-laws.....	0	0	0	1	4	3	5	0	0	13
Panel (No subject given).....	0	4	2	0	1	1	1	0	0	9
Budget.....	0	3	1	0	0	0	0	0	0	4
Reorganization.....	0	0	0	1	0	2	1	0	0	4
Fifteen Miscellaneous Types.....	2	6	2	2	4	3	7	5	4	35
(Frequency three or less).....										
Totals.....	58	90	69	30	66	57	77	88	26	561

Eighty-four meetings were held in October, and eighty-three during April. These were the months with the most reported meetings. This is due to the custom, generally followed in the various counties, of holding two educational association meetings per year, one each in the fall and spring.

The fewest meetings were held during December and May; December being a busy month, with school out of session part of the month, and May being the month during which many rural and town schools finish the school year. Because February is the peak of the basketball season, with many tournaments occurring at that time, it is difficult to work meetings of the county education association into the calendar of events. September is not favorable because at the beginning of the school year most teachers are busy organizing their work.

Organizational business.--Forty-one percent of all meetings included organizing, electing officers, routine reports, planning, and regular business.

It will be noticed on the annual report form that two lines were provided for statements on special business and two lines for listing the program feature. When a meeting was devoted to several different things it would be up to the discretion of the reporting officer as to just what things were to be listed. The business recorded would be considered to be the primary function of the meeting.

With this limitation in mind, it is evident that a professional organization which spends more than one-third of its time on routine business, electing and organizing, has possibilities of becoming more effective. An effort ought to be made to expedite these routine matters, and thus to make more time available for attaining the purposes for which the group was organized. It will be shown that these clubs are doing a very commendable job with an expanding program, which indicates that they are headed in the right direction.

Employment of guest speakers.--There were 116 meetings which featured guest speakers or lecturers. This seems to be a popular method of keeping the membership informed on developments in specialized fields; however, it does not insure any positive results without group participation.

Interest in legislation.--At ninety-five meetings the problem of school legislation was considered. Speakers were used in thirty-five of these meetings. The ISEA devotes considerable time and effort attempting to influence both state and federal legislation in matters that relate to education. Each year the ISEA encourages county associations to extend their efforts to make the cause of education heard in the law making bodies. During the past year forty-three of the county councils took action to contact their Iowa legislators on matters in which they were interested.

The ISEA last year devised a plan to obtain the ideas of the individual membership on matters of legislation. It was called an opinion poll and gave each member a chance to express himself on these matters. These opinions were for the consideration of the county council who were to present a composite of the ideas expressed at the delegate assembly. The fact that only a few meetings were listed as being devoted to the opinion poll is probably due to the placing of something else as the program feature by the reporting officer. The opinion poll would require only a few minutes time at an association meeting or could have been done outside the meetings.

Procedures concerning representatives in the Delegate Assembly.--Fourteen county meetings were devoted primarily to the instruction of the delegates from the county, who were to represent the association at the annual Delegate Assembly. It seems the above-mentioned opinion poll and this type of meeting would work well as one meeting, which may have been done in some of the counties but was not so reported. A greater number (fifty-two) devoted meetings to the reports of the delegates after the annual session. If the other of the ninety-one counties did not make such reports by some means, it would be a serious omission.

Group participation.--There was some evidence of types of meetings that would encourage the participation of



the membership on a more active basis than the usual listening sessions. The opinion poll was of this nature. The panel discussion groups on ethics and other subjects, though it was not used more than twenty times, gives evidence of some participation by individual members. It would seem that more types of meetings could be designed to stimulate real democratic action by the whole group. The ISEA tries to encourage extensive committee action in the county council which, to a certain extent, promotes individual interest.

Professional standards.--One of the suggestions of the ISEA in program planning for last year was that a county association meeting be held on professional standards with a speaker to present the subject. There were forty-nine such meetings held, with about half of these being held without the assistance of a special speaker from outside the group. This is a subject that needs increased attention by teacher clubs in general. It would have been more encouraging had each county group used at least one entire meeting on the subject.

The matter of teacher ethics was considered at only thirteen meetings. This is most certainly another area deserving greater attention. The unethical views taken by many teachers is one of the most disturbing problems that faces the profession today. With this condition corrected, there would be less argument for those who would organize

teachers on a labor union basis rather than as a professional association.

Miscellaneous program features.--Meetings that might be considered with the organizational type were held on the subjects of by-laws and budget for the local association. There were seventeen of these meetings, which are worthy if they tend to strengthen the internal organization of the group.

School district reorganization was of enough interest to four groups for them to spend a meeting on the subject. This may be the proper emphasis on this subject. However, there seem to be a number of Iowa counties that are concerned very deeply with this problem. Teachers would do well to know more about this problem than the laypeople who may engage their advice on the subject.

There were fifteen other program types, mostly of local interest, which were held one to three times each. No particular comment is made on them because of their relative unimportance.

Important committee activity.--The ISEA recommends that each county association set up three special committees for these purposes: public relations, publicity, and professional relations. The work of the public relations committee is to contact the congressman, when the county council thinks it appropriate.

In forty-eight counties the professional relations committee promoted a campaign to acquaint members with the statutory provisions regarding teachers' contracts. This effort is designed to avoid unfavorable publicity that sometimes occurs when teachers do not fully understand their legal rights and obligations in matters of contracts with school boards. They are also concerned with presenting the ISEA code of ethics to the membership.

In seventy-seven counties the publicity committees made use of local newspapers to bring the work of the County Council or Association to the attention of the public.

#### Other County-Wide Groups

##### Rural Teachers' Associations

There was evidence of only thirty-nine of the ninety-nine counties having rural teacher associations. When the attempt was made to contact these clubs with the questionnaire, only six responded to the first request sent. In order to get more reliable data, a second letter was sent to the rural teachers' associations with a stronger request for their reply.<sup>1</sup> Thirteen more answered the second request. This totaled nineteen replies from thirty-nine clubs, or 48 percent of returns.

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<sup>1</sup>See Appendix, p. 69.

Six of these replies stated that their club could be classified as inactive and filled out none of the questionnaire items. In all probability, the other twenty who failed to reply to two requests could be placed in the same classification.

This situation has many implications. The explanation of these figures, which indicate low professional interest in these clubs and a failure to organize in many counties, may be found in some or all of the following factors.

1. Some counties have few or no rural schools remaining open, due to consolidation of districts.
2. The teachers of lowest certification standards are usually found in these schools. With less invested in training, they do not have as much professional interest as other teacher groups.
3. Due to teacher shortage, many married women are taking these rural jobs. They have no responsibilities and may not have great interest in promoting the teaching profession, since they may intend to teach only for the duration of the shortage.

There are indications of increased activity in some few of the counties which report expanded programs for next year. Others have expressed a desire to join with other groups due to the decreasing number of rural teachers in the county. This is attributed to the closing of more rural schools.

There will be no attempt to treat these rural clubs with any degree of thoroughness because the response was so small.

The reporting officers who returned the questionnaire for the rural teacher clubs answered only the questions on the first page, and did not answer all of those. The letter that was sent on the second attempt contained only the questions that were likely to be answered. The answers from the second request are the answers treated here.

The membership of the rural teacher clubs ranged from nineteen to seventy with the average of fifty-one. With only two exceptions the schools represented were the same in number as the teacher members. The number of meetings ranged from three to ten, with the average of five for each group.

A fee of fifty cents is usually charged to each member. All but two county superintendents were members, and all but one organization was affiliated with the ISEA.

Only a few general statements will be ventured on these groups. The situation is not one to be avoided; rather, it should be given most careful attention by professional teacher groups. It seems that other locals aside from the County Education Association should make a place for these teachers in county clubs, when they are too few in number for effective work alone. About one-fourth of the teachers in Iowa are teaching in these one room schools. City and town teachers cannot raise their professional standards very far without increased cooperation of the rural teachers.

### Town or Urban Teachers' Clubs

The county superintendents indicated that only three counties had organizations which carried the names of "town" or "urban teachers' association" which were county-wide clubs. Two replies were received from these clubs. The extent of these two responses was to answer a few questions on the first page of the questionnaire.

These clubs seem to have been formed for the teachers of the small town systems of the county that are too small for effective locals. The county schoolmaster clubs provide for the men in these schools in most counties, and in some cases, as shown in Chapter III, they bring all the teachers together once a year. Except for this, many women in these smaller schools have no club serving them as a local except the county association.

When the organizations that exist fail to provide all the service they are capable of providing, other groups seem to be organized to fill the need. The danger of too many divisions in the local or county groups has already been pointed out. There would be less duplication of effort if the schoolmasters' clubs would meet the needs of their county in this respect.

## CHAPTER IV

### SUMMARY

#### Findings

The professional teacher organizations which were found to exist on a county-wide basis in Iowa are now summarized. Each county has one county education association made up of all teachers of the county. Seventy-six counties have clubs made up of all men teachers and administrators of the county, referred to in this study as the independent schoolmaster-type of organization. Thirty-nine rural teacher associations exist in as many counties with membership drawn from the rural school teachers. There are three counties having clubs called urban or town teachers' associations for teachers of town schools that do not have local associations.

The finances of the county schoolmasters' clubs are provided for by basketball tournaments. The other clubs must depend on membership fee or assessments to finance their work.

The county associations, rural teachers, and urban teacher groups are actively affiliated with the ISEA. The



schoolmasters' clubs affiliate occasionally with other organizations as an indication of their intent to cooperate, but seldom take an active part in any other organizations.

The nature of professional activities of these county-wide groups was summarized in Chapters II and III, through use of Tables 3, 4, and 5.

The independent schoolmaster-type clubs range from very active groups with a broad field of interest to those existing for no other purpose than that of conducting a basketball tournament. This can be traced to their independent nature, for they have no stereotyped yearly program nor standard pattern to follow. Their strength depends primarily on the leadership that is found in the group and the number of schools in the county.

There is considerable uniformity of organization for these schoolmaster clubs. They are made up of school men of the county, they take their income from athletic tournaments and hold seven to eight meetings a year, except for the less active clubs that meet only two or three times. Eighty percent do not charge a membership fee of any type. Less than one-half of these clubs will affiliate with other organizations. There are enough counties with clubs of this type and enough similarity in their nature to create a strong argument for centralized administration at the state level.

Certain advantages might arise if a central agency were allowed to coordinate programs and activities of these county schoolmaster groups. Great differences were noted in the opportunities made possible by these clubs in the different counties. These clubs might be unified by help and encouragement from a central headquarters. Aid could be given to those clubs that did not have sufficient leadership to maintain a good program. Ethics could be standardized and a code adopted for all such groups in the state. Unified state-wide action would be possible.

Several desirable features of the independent schoolmaster-type club might be sacrificed, to some extent, if they were to become part of a state structure. Too much influence from centralized control might discourage local leadership and omit planning to meet needs peculiar to the individual counties. Undisturbed local control at the county level is more conducive to local interest. They are bound only by the purposes and principles that arise from their own realization of need, thus it is unlikely they will undertake a program not fully understood. This might occur if program suggestions are made too rigid by a state headquarters. Part of the income these clubs now enjoy would be diverted to the central administrative body. This could work as an advantage or as a disadvantage, depending on those in control.

### Recommendations

There is no evidence of need for more professional teacher organizations in the counties of Iowa. Where the few deficiencies exist, especially in south Iowa counties, there may be a possibility of combining two counties without having any more area to cover than in some of the larger counties of the state. This combination should give sufficient schools to equal or better the number in the average schoolmasters' club. If the leadership is present and the need is apparent, the line between counties should be no barrier.

With increasing demands on the out-of-school time of most teachers in these smaller town schools it would seem best, in the majority of counties, to work with existing organizations. In many cases the structure should be strengthened and altered to a more formal and business-like basis. The program and activity functions of many of the schoolmaster-type clubs should be expanded to increase their effectiveness as professional clubs.

It is important that all organizations that operate in the state as professional teacher groups find some common ground upon which the development and acceptance of professional ethics can become reality.

Great care must be used in planning and conducting meetings and programs so that the social needs of teachers

will be provided for without subordinating other, perhaps more important, matters to these social needs.

A good criteria to follow in planning student activities to be sponsored by these groups would be: What programs or activities are we capable of offering these students, through our county-wide efforts, that are being denied them because of the smallness of our individual school systems? Even activities that are well taken care of in each school can be supplemented by occasional all-county activities of the same nature.

The independent county schoolmasters' clubs should give careful consideration to the advantages that might be gained by becoming an integrated part of the Iowa Schoolmasters' Association. This group, working as a division of the ISEA, holds the key to complete unification of all county clubs into one structure. The extent to which the county autonomy of these clubs is relinquished need not be great to provide a centralized, co-ordinated front of all county teacher organizations in the state.

The constitution of the Iowa Schoolmasters' Association could be amended or modified by consent of the county schoolmaster clubs, to give it the necessary powers to:

1. Co-ordinate efforts on matters of state-wide interest.

2. Provide for exchange of ideas and methods of planning yearly programs.
3. Give aid and assistance to county groups, on their request, in providing expanded programs and wider opportunities for members and students.
4. Encourage unification of efforts in all counties of Iowa.
5. Work toward proper distribution of responsibility for educational and professional activities among all county teacher organizations.

Other provisions would perhaps be necessary to insure full consent of county clubs. These suggestions are offered on the basis of the writer's interpretation of this study as being necessary to increase the effectiveness of the county schoolmaster clubs.

A change in emphasis for increasing membership for the ISEA might be in order. The impression of the writer is that there is a need for some groups of teachers, and some individual teachers, to become more conscious of the fact that teaching has grown to a full-fledged profession and should have high standards, as should any group worthy of being called a profession. Instead of returning greater amounts of money to county associations which have the higher percentage of membership, as is the present practice of the ISEA, it might be better to give greater aid to those counties that are having difficulty in creating a voluntary desire on the part of individual teachers to join the

organization.

This money or aid could be expended in personal contact and other direct means of bringing information to those who lack a sound knowledge of professional standards and ethics. Those who do not join or those who join only on the "advice" of their superintendent are the teachers who will weaken the effectiveness of this organization. One hundred percent membership would have a different meaning if every teacher joined because of a desire to band himself with others of his profession for mutual benefit to extend the cause of education.

## APPENDIX



This report must be in duplicate. Mail one copy to the ISEA Field Service Division, 415 Shops Building, Des Moines 9, Iowa, by June 1, 1950. Retain one copy for your own county association records.

1. Number of county council (representatives from each school) meetings held during the year \_\_\_\_\_
2. Number of county education association (all ISEA members in the county) meetings held during the year \_\_\_\_\_
3. Did you hold a county association meeting on legislation? \_\_\_\_\_
4. Did you hold a county association meeting on "Professional Standards"? \_\_\_\_\_

Did the publicity committee have news stories  
about county council and county association  
meetings in local newspapers? ☐ yes  
☐ no

ANNUAL REPORT--ContinuedGeneral Questions

1. Does your county education association have by-laws? ( ) yes  
( ) no
2. Did your delegates to the ISEA Delegate Assembly report at a county council or county association meeting? ( ) yes  
( ) no

## Meetings of the Past Year

(Month) \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Special business \_\_\_\_\_

\_\_\_\_\_

Program feature \_\_\_\_\_

\_\_\_\_\_

(A space as shown above was provided for each of the months of the school year.)

Harcourt, Iowa  
March 11, 1950

County Superintendent of Schools

Dear Co-worker:

I am undertaking a study of the county-wide teacher organizations of the various counties of Iowa. I am especially interested in those going by such names as County Schoolmasters' or Activities Associations.

It is essential that I contact the head of such groups in your county. Would you accommodate me by sending the name and address of the chairman or president of same?

Information on activities of the countil will be available to me at the state office of the ISEA. Any other group that undertakes county-wide projects directly related to education will be of interest to me.

You will find space below that you may use for your reply. Remarks which you deem of a contributory nature to a well-rounded picture of county-wide teacher organizations as they now exist will be most welcome.

May I thank you in advance for your cooperation in this projected study?

Respectfully,

W. F. Cass

County	Organizations	Pres. or Chrm. & Address

Remarks:

Harcourt, Iowa  
April 12, 1950

Dear Sir:

I am making a study of county-wide teacher organizations in the various counties of Iowa. The purpose is to find out the number and nature of such groups, their type of organization, and what they are doing for education in Iowa. A small amount of your time is vital to the success of this study. It concerns an area in which I feel sure you are interested.

The study will reveal the scope of activities of those county-wide groups. The finished product may prove to be a valuable source of information for those who would like to know how their own efforts compare with those of like groups in other counties, and how the effectiveness of these organizations may be improved.

Space has been provided on the questionnaire for you to write in any additional information which pertains to the work of your group. Any suggestions or comments that you think might add to the validity of this study will be most welcome.

I wish to thank you for your cooperation and for the time you give to this request.

Respectfully,

William F. Cass

### A Study of County-wide Teacher Organizations

The information asked for in the blanks below should give a general picture of your organization. Please use an "X" in the appropriate parenthesis. For those questions which cannot be answered by "yes" or "no," please use space provided after question or the space at the bottom of the page. Any elaboration or addition you think appropriate to this list may also be placed at the bottom of this sheet.

Name of Organization	County
Title of head officer	Name and address of this officer
Number of member schools	Number of individual members
Names of eligible school systems which are <u>not</u> members	
<ol style="list-style-type: none"> <li>1. Is membership composed of men only ( )? Women only ( )? Both ( )?</li> <li>2. Are private schools admitted to membership? ( ) yes; ( ) no.</li> <li>3. If "yes" to No. 2, how many private schools are members? _____</li> <li>4. Indicate number of regular meetings held per year. _____</li> <li>5. Does each school pay a membership fee? ( ) yes; ( ) no; Amount _____.</li> <li>6. Do individuals pay membership fee? ( ) yes; ( ) no; Amount _____.</li> <li>7. What is primary source of income? _____</li> <li>8. Do you have elected officers? ( ) yes; ( ) no.</li> <li>9. Do you have someone to handle publicity and public relations for the organization? ( ) yes; ( ) no.</li> </ol>	

10. Is County Superintendent a member? ( ) yes; ( ) no.  
Is time available to him during meetings to talk to the  
group? ( ) yes; ( ) no.
11. Does your group affiliate with ISEA? ( ) yes; ( ) no.  
With the Iowa Schoolmasters' Association? ( ) yes; ( ) no.
12. What planning is done for yearly meetings? When and by  
whom?

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Listed below are various types of meetings and activities known to have been sponsored by certain county-wide teacher organizations. Space is provided for adding to the list any other activities you carry out.

Column 1 is a description of the nature of meetings or type of activity. Column 2 you may use a numeral to indicate the number of times each meeting or activity was held in 1948-1949. Column 3, to indicate number of times held this year. Column 4, to indicate the activity has been dropped as unsuccessful, to explain modification of Column 1, or for any remarks.

Name of Organization		County	
Type of Meeting or Activity	1948-1949	1949-1950	Remarks
1.	2.	3.	4.
Meetings for discussion of common School Administration problems			
All-teacher meetings: Group discussions for teachers of same grade or subject fields			
Coaching Clinics, or Conferences of Coaches			
Dinner or social meetings where non-members are invited			
Meetings to which guest speakers are invited			
Meetings to which the boards of all member schools have been invited			
Meetings for discussion of maintenance problems with custodians present			
Meetings for discussion of transportation problems with bus drivers present			
Athletic Football			
Conferences: Basketball			
Baseball			
(other)			
Athletic Basketball (HS)			
Tournaments: Baseball (HS)			
Basketball (JrHS)			
(other)			
Career Day for Juniors and/or Seniors			



Name of Organization

County

[illegible]

27 June 1950

To: President, County Rural Teachers' Association.

This is a request for an immediate service. A few months ago I requested information from certain of your rural teachers' groups to which I had a very poor response. This new request is a last attempt to get information on county rural teacher organizations so they may be a part of a larger study.

If your group is inactive and has had no particular function the past school year, please state as much and return this sheet. To be of value to me, it should be in the mail by July 3.

Thank you for this courtesy.

Respectfully,

William F. Cass

1. Name of group and county. \_\_\_\_\_
2. Number of schools in group. \_\_\_\_\_ Number of members \_\_\_\_\_
3. Number of meetings held past year. \_\_\_\_\_
4. Amount of membership fee. \_\_\_\_\_
5. Do you have someone to handle publicity? \_\_\_\_\_
6. Is the County Superintendent a member? \_\_\_\_\_
7. Do you affiliate with the ISEA? \_\_\_\_\_
8. Please use the space below and on back to give information on all activities your group sponsored this year. Also the nature of meetings held. If you were co-sponsor with another group, please give details.

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